

# ST JOHN BOSCO SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

**Ministry Number:** 2233

**Principal:** Dee Luckin

**School Address:** 21 Clinton St, Fitzroy, New Plymouth

**School Postal Address:** 21 Clinton St, Fitzroy, New Plymouth

**School Phone:** 06 758 3165

**School Email:** [office@sjb.school.nz](mailto:office@sjb.school.nz)

**Accountant / Service Provider:**



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# ST JOHN BOSCO SCHOOL

Annual Report - For the year ended 31 December 2020

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# St John Bosco School

## Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Michael Normanton

Full Name of Board Chairperson

Dee Robert Luckin

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

31 May 2021

Date:

31 May 2021

Date:

# St John Bosco School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020 Budget	2019
	Notes	Actual \$	(Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	1,758,023	1,712,870	1,676,546
Locally Raised Funds	3	234,185	185,940	218,232
Use of Proprietor's Land and Buildings		292,967	280,000	276,549
Interest income		2,996	4,000	5,090
		<u>2,288,171</u>	<u>2,182,810</u>	<u>2,176,417</u>
<b>Expenses</b>				
Locally Raised Funds	3	135,947	128,250	164,417
Learning Resources	4	1,482,614	1,507,750	1,454,956
Administration	5	123,647	115,860	120,871
Finance		636	-	1,359
Property	6	406,610	403,950	404,091
Depreciation	7	43,025	50,000	52,395
Loss on Disposal of Property, Plant and Equipment		2,615	-	-
		<u>2,195,094</u>	<u>2,205,810</u>	<u>2,198,089</u>
<b>Net Surplus / (Deficit) for the year</b>		93,077	(23,000)	(21,672)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>93,077</u>	<u>(23,000)</u>	<u>(21,672)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

# St John Bosco School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		<u>355,754</u>	<u>355,754</u>	<u>369,916</u>
Total comprehensive revenue and expense for the year		93,077	(23,000)	(21,672)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,804	-	7,510
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	20	<u>456,635</u>	<u>332,754</u>	<u>355,754</u>
Retained Earnings		456,635	332,754	355,754
Reserves		-	-	-
<b>Equity at 31 December</b>		<u>456,635</u>	<u>332,754</u>	<u>355,754</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



# St John Bosco School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	220,279	122,729	143,997
Accounts Receivable	9	107,670	75,000	75,905
GST Receivable		3,266	3,480	3,480
Prepayments		2,616	2,600	2,600
Investments	10	95,000	95,000	95,000
		<u>428,831</u>	<u>298,809</u>	<u>320,982</u>
<b>Current Liabilities</b>				
Accounts Payable	12	138,201	105,000	104,340
Provision for Cyclical Maintenance	13	4,000	-	3,333
Finance Lease Liability - Current Portion	14	2,476	5,527	5,527
		<u>144,677</u>	<u>110,527</u>	<u>113,200</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>284,154</u>	<u>188,282</u>	<u>207,782</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	198,226	181,959	168,959
		<u>198,226</u>	<u>181,959</u>	<u>168,959</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	25,745	31,089	18,589
Finance Lease Liability	14	-	6,398	2,398
		<u>25,745</u>	<u>37,487</u>	<u>20,987</u>
<b>Net Assets</b>		<u><u>456,635</u></u>	<u><u>332,754</u></u>	<u><u>355,754</u></u>
<b>Equity</b>	20	<u><u>456,635</u></u>	<u><u>332,754</u></u>	<u><u>355,754</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

# St John Bosco School

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		473,117	412,870	425,456
Locally Raised Funds		234,185	185,940	218,232
Goods and Services Tax (net)		214	-	4,111
Payments to Employees		(335,677)	(295,000)	(324,838)
Payments to Suppliers		(219,776)	(266,745)	(283,218)
Cyclical Maintenance Payments in the year		(6,552)	(3,333)	
Interest Paid		(636)	-	(1,359)
Interest Received		2,996	4,000	5,090
Net cash from/(to) Operating Activities		147,871	37,732	43,474
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(74,906)	(43,000)	(33,284)
Net cash from/(to) Investing Activities		(74,906)	(43,000)	(33,284)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		7,804	-	7,510
Finance Lease Payments		(4,487)	(16,000)	(9,842)
Net cash from/(to) Financing Activities		3,317	(16,000)	(2,332)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>76,282</b>	<b>(21,268)</b>	<b>7,858</b>
Cash and cash equivalents at the beginning of the year	8	143,997	143,997	136,139
Cash and cash equivalents at the end of the year	8	220,279	122,729	143,997

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

# St John Bosco School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

St John Bosco School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

###### *Basis of Preparation*

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### *Financial Reporting Standards Applied*

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### *Presentation Currency*

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### *Specific Accounting Policies*

The accounting policies used in the preparation of these financial statements are set out below.

###### *Critical Accounting Estimates And Assumptions*

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. "Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.



#### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

#### *Critical Judgements in applying accounting policies*

Management has exercised the following critical judgements in applying accounting policies:

#### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

### **c) Revenue Recognition**

#### *Government Grants*

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

#### *Other Grants*

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

#### *Donations, Gifts and Bequests*

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

#### *Interest Revenue*

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is

### **e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

### **f) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

#### **g) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

#### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

#### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

#### **j) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

#### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

#### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20–50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value



#### **k) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

##### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

#### **l) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

#### **m) Employee Entitlements**

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

##### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

#### **n) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **o) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

#### **p) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**q) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**r) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



## 2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	385,125	333,370	342,853
Teachers' Salaries Grants	1,297,398	1,300,000	1,259,653
Other MoE Grants	75,001	73,500	74,040
Other Government Grants	499	6,000	-
	<u>1,758,023</u>	<u>1,712,870</u>	<u>1,676,546</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$7,610 for the year ended 31 December 2020.

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
Donations	84,746	34,940	38,560
After School Care & Holiday Programme	127,075	139,000	140,390
Activities	8,636	7,000	32,772
Trading	2,518	-	1,919
Fundraising	5,636	-	-
Other Revenue	5,574	5,000	4,591
	<u>234,185</u>	<u>185,940</u>	<u>218,232</u>
<b>Expenses</b>			
Activities	18,423	10,000	36,965
Trading	3,228	-	2,767
After School Care & Holiday Programme	114,296	118,250	124,685
	<u>135,947</u>	<u>128,250</u>	<u>164,417</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>98,238</u>	<u>57,690</u>	<u>53,815</u>

## 4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	35,868	56,750	46,605
Employee Benefits - Salaries	1,434,652	1,410,000	1,386,815
Staff Development	12,094	41,000	21,536
	<u>1,482,614</u>	<u>1,507,750</u>	<u>1,454,956</u>

## 5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,818	5,200	5,578
Board of Trustees Fees	5,240	6,160	6,160
Board of Trustees Expenses	375	2,500	2,065
Communication	3,745	4,000	2,815
Consumables	10,068	11,000	10,491
Operating Lease	5,365	-	-
Other	35,957	31,000	36,837
Employee Benefits - Salaries	49,483	47,000	48,289
Insurance	3,596	3,000	2,636
Service Providers, Contractors and Consultancy	6,000	6,000	6,000
	123,647	115,860	120,871

## 6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,064	8,950	8,558
Consultancy and Contract Services	15,745	14,000	13,775
Cyclical Maintenance Provision	14,375	12,500	7,290
Grounds	12,280	15,000	13,209
Heat, Light and Water	6,354	14,500	22,185
Rates	2,692	3,000	2,759
Repairs and Maintenance	5,598	5,500	10,603
Use of Land and Buildings	292,967	280,000	276,549
Security	3,245	2,500	1,592
Employee Benefits - Salaries	43,290	48,000	47,571
	406,610	403,950	404,091

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings Improvements	2,602	4,000	3,394
Furniture and Equipment	16,081	14,000	14,410
Information and Communication Technology	21,721	14,500	21,974
Leased Assets	1,133	16,000	10,917
Library Resources	1,488	1,500	1,700
	43,025	50,000	52,395

## 8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	51,020	87,729	107,625
Bank Call Account	169,259	35,000	36,372
Cash and cash equivalents for Statement of Cash Flows	220,279	122,729	143,997

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value. The school holds a credit card with a limit of \$1,000.

## 9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Banking Staffing Underuse	3,048	-	-
Teacher Salaries Grant Receivable	104,622	75,000	75,905
	107,670	75,000	75,905
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	107,670	75,000	75,905
	107,670	75,000	75,905

## 10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	95,000	95,000	95,000
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	95,000	95,000	95,000

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	20,246	29,266	(2,615)	-	(2,602)	44,295
Furniture and Equipment	89,755	19,790	-	-	(16,081)	93,464
Information and Communication Technology	45,923	25,850	-	-	(21,721)	50,052
Leased Assets	1,133	-	-	-	(1,133)	-
Library Resources	11,903	-	-	-	(1,488)	10,415
Balance at 31 December 2020	168,960	74,906	(2,615)	-	(43,025)	198,236





	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	71,780	(27,485)	44,295
Furniture and Equipment	197,944	(104,480)	93,464
Information and Communication Technology	186,680	(136,628)	50,052
Leased Assets	24,683	(24,683)	-
Library Resources	76,217	(65,802)	10,415
<b>Balance at 31 December 2020</b>	<b>557,304</b>	<b>(359,078)</b>	<b>198,226</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	23,640	-	-	-	(3,394)	20,246
Furniture and Equipment	82,287	21,878	-	-	(14,410)	89,755
Information and Communication Technology	56,491	11,406	-	-	(21,974)	45,923
Leased Assets	12,050	-	-	-	(10,917)	1,133
Library Resources	13,603	-	-	-	(1,700)	11,903
<b>Balance at 31 December 2019</b>	<b>188,071</b>	<b>33,284</b>	<b>-</b>	<b>-</b>	<b>(52,395)</b>	<b>168,960</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	83,266	(63,020)	20,246
Furniture and Equipment	189,969	(100,215)	89,754
Information and Communication Technology	211,643	(165,720)	45,923
Leased Assets	36,777	(35,644)	1,133
Library Resources	76,217	(64,314)	11,903
<b>Balance at 31 December 2019</b>	<b>597,872</b>	<b>(428,913)</b>	<b>168,959</b>



## 12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	9,161	20,000	13,373
Accruals	17,832	10,000	5,578
Employee Entitlements - Salaries	104,622	75,000	75,904
Employee Entitlements - Leave Accrual	6,586	-	9,485
	<u>138,201</u>	<u>105,000</u>	<u>104,340</u>
Payables for Exchange Transactions	138,201	105,000	104,340
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>138,201</u>	<u>105,000</u>	<u>104,340</u>

The carrying value of payables approximates their fair value.

## 13. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	21,922	21,922	14,632
Increase/ (decrease) to the Provision During the Year	14,375	12,500	7,290
Use of the Provision During the Year	(6,552)	(3,333)	-
Provision at the End of the Year	<u>29,745</u>	<u>31,089</u>	<u>21,922</u>
Cyclical Maintenance - Current	4,000	-	3,333
Cyclical Maintenance - Term	25,745	31,089	18,589
	<u>29,745</u>	<u>31,089</u>	<u>21,922</u>

## 14. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	2,573	5,527	5,527
Later than One Year and no Later than Five Years	-	6,398	2,398
Later than Five Years	-	-	-
	<u>2,573</u>	<u>11,925</u>	<u>7,925</u>

## 15. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

The Proprietor of the School (The Bishop of Palmerston North) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

## 16. Remuneration

### *Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	5,240	6,160
Full-time equivalent members	0.20	0.23
<i>Leadership Team</i>		
Remuneration	612,940	412,043
Full-time equivalent members	6.28	4.00
Total key management personnel remuneration	618,180	418,203
Total full-time equivalent personnel	6.48	4.23

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### *Principal 1*

The total value of remuneration paid or payable to the Principal was in the following bands:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-



#### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	2.00	0.00
	<u>2.00</u>	<u>0.00</u>

The disclosure for 'Other Employees' does not include remuneration of the Principal.

#### 17. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

#### 18. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2020** (Contingent liabilities and assets at **31 December 2019**: nil).

##### *Holidays Act Compliance – schools payroll*

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.



## 19. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has no capital commitments.

(Capital commitments at 31 December 2019: Nil)

### (b) Operating Commitments

As at 31 December 2020 there are no operating commitments.(2019: Nil)

## 20. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 21. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	220,279	122,729	143,997
Receivables	107,670	75,000	75,905
Investments - Term Deposits	95,000	95,000	95,000
Total Financial assets measured at amortised cost	422,949	292,729	314,902

### Financial liabilities measured at amortised cost

Payables	138,201	105,000	104,340
Finance Leases	2,476	11,925	7,925
Total Financial Liabilities Measured at Amortised Cost	140,677	116,925	112,265

## 22. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 23. New Plymouth Group Mowing Scheme

St John Bosco School is part of a partnership in the New Plymouth Group Mowing Scheme. The mowing scheme is a partnership agreement between 21 schools in Taranaki. Each members share in the scheme is only realisable on winding up of the scheme. If any member withdraws from the scheme and the majority wish to continue, the withdrawing member will forfeit their ownership rights and will not be purchased out by other members. The scheme is administered by Education Services Ltd and a Management Committee consisting of at least two representatives from the member schools. The balance date for the scheme is 31 March. The partnership is audited by Silks Audit Chartered Accountants Limited.



Total Equity as at 31/12/2020	0
St John Bosco Share	0
Total Equity as at 31/12/2019	54,243
St John Bosco Share	2,583

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF ST JOHN BOSCO SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of St John Bosco School (the School). The Auditor-General has appointed me, Cameron Town using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 1 to 19, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



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### **Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.



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- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School Directory page, Analysis of Variance and Kiwisport Statement, included as appendices but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.



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Other than the audit, we have no relationship with or interests in the School.



**Cameron Town**  
**Silks Audit Chartered Accountants Ltd**  
**Whanganui, New Zealand**

**Date: 31 May 2021**



School Name	St John Bosco	School Number	2233	Date	19.02.2021
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<b>Focus</b>	<b>Numeracy</b>
<b>Strategic / Annual Aim</b>	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
<b>Target</b>	<p>We have 37 identified priority learners in the area of maths for 2019. Of this group 18 are boys, 19 are girls and 8 identify as Maori. We have 4 cohorts of interest. Our Year 4 cohort with 13 students, Our Year 5 cohort with 12 students.</p> <p>To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in writing. <i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more Stages progress in maths.</i></p>
<b>Baseline Data</b>	<p><b>When we look at our end of 2019 data:</b></p> <p>Overall at the end of the year we have 49 (19%) of our students working towards their expected curriculum level in maths. 148 (58%) are working at their expected curriculum level and 57 (23%) are working beyond their expected level. Overall 81% of our students are working at or beyond their expected level.</p> <p>Our girls mirror our school wide picture. 27 (18%) of our girls are working towards their expected curriculum level in maths. 87 (59%) are working at their expected curriculum level in maths. 33 (23%) of our girls are working beyond their expected curriculum level in maths. Overall we have 82% of our girls working at or beyond their expected curriculum level in maths.</p> <p>Our data shows 22 (20%) of our boys are working towards their expected curriculum level in maths. 61 (57%) are working at their expected curriculum level in maths. 24 (22%) of our boys are working beyond their expected curriculum level in maths. Overall we have 79% of our boys working at or beyond their expected curriculum level in maths.</p> <p>Our Maori Students skew our school wide picture positively with 83% working at or beyond their expected curriculum level in maths and only 17% working towards. Our data shows 8 (17%) of our Maori are working towards their expected curriculum level in maths. 27 (56%) are working at their expected curriculum level in maths. 13 (27%) of our Maori are working beyond their expected curriculum level in maths. Overall we have 83% of our Maori working at or beyond their expected curriculum level in maths.</p>

Our NZE Students have 78% working at or beyond their expected curriculum level. This is lower than any of the cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 36 (22%) of our NZE are working towards their expected curriculum level in maths. 93 (57%) are working at their expected curriculum level in maths. 35 (21%) of our NZE are working beyond their expected curriculum level in maths. Overall we have 78% of our Maori working at or beyond their expected curriculum level in maths.

#### Historical data of Priority Students

Maori	2014 34%	2015 27.6%	2016 24%	2017 25%	2018 10%	2019 17%	2020 14%
Girls	2014 21%	2015 18.6%	2016 23%	2017 16%	2018 14%	2019 18%	2020 16%
Boys	2014 17%	2015 19.6%	2016 19%	2017 20%	2018 19%	2019 20%	2020 18%

Actions Taken	Outcomes:
<b>Deliberate actions taken in 2020:</b>  -Children grouped according to the needs and mixed between teachers. Stage 1-2 group smaller in term 1-3 so to better meet the needs of learners - Booster groups focusing on priority learners. -Kung Fu maths and adaption of kung fu maths scheduling to quicken knowledge acquisition. -Daily maintenance of vital knowledge concepts -Timetabling to enable more teacher guidance/teaching of priority learners. -Individual homework programmes for those that are willing to do the work at home -Prototec and Maths is Fun Trainer as regular maintenance. -Mathletics for increased practice. -Immersion of the main concepts of	<p>Overall at the end of the year we have 47 (17%) of our students working towards their expected curriculum level in maths. 187 (69%) are working at their expected curriculum level and 36 (14%) are working beyond their expected level. Overall 83% of our students are working at or beyond their expected level.</p> <p>At the end of 2020 we have been able to move 18 out of 36 priority learners from working towards, to meeting the expected curriculum level for their age. 4 / 8 of our Maori, 11 out of 19 girls and 7 out of 18 boys have all moved from working towards to working at their expected curriculum levels.</p> <p>At the end of 2020 we have 47 children vs 49 children at the end of 2019 working towards expectation. This would indicate we are in a poorer position than the end of 2019. Another fact to consider in relation to 2020 is that we are comparing 270 children alongside 253. So this would statistically increase the number of children that might be working towards expectation. We are confident through other standardised testing that our children are in a better space than the start of the year - this can be cross checked through our Maths PAT results. Mid year we had 35 out of 253 working towards expectation. At the end of the year this has moved to 47 / 270 working towards. An increase of 14% to 17%. 2020 has been a year of difference. Covid 19 forced many changes. St John Bosco was in an incredibly strong position to continue focused distribution of maths next step learning to children through our online maths hub. Trackers also ensured that children maintained their focuses on areas that were being taught. Although we were able to maintain focused home learning we have noticed that we have an increase in children working towards and fewer children working beyond expectation. We strongly believe that this is due to the reduced pace of home learning. In a normal situation teachers would have increased the pace and moved children through concepts in some cases quicker due to professional knowledge. So in 2020 the number of children working above has reduced to 36 compared with 57 in 2019. Reduced time at school for teachers and children to achieve goals linked to progress will be a factor in the slight increase of children working towards expectation. More time at school would have allowed for more time to achieve goals resulting in more progress being made and fewer children working towards. However due to our progression goal based reporting we know that children will regardless of the year maintain a coherent pathway</p>



<p>the unit prior to the pre test for some units</p> <p>-Problem solving pushed throughout or at the end units.</p>	<p>through our curriculum and result in less gaps needing to be backfilled in the future. We know that with our coherent learning pathways and trackers and more face to face time in 2021 we can lift this again. Another point of high interest is our Maori achievement in maths. Our Maori children are slightly above as a cohort in comparison to others with 86% working at or beyond their expected curriculum level.</p> <p>Our girls mirror our school wide picture. 24 (16%) of our girls are working towards their expected curriculum level in maths. 109 (74%) are working at their expected curriculum level in maths. 14 (9%) of our girls are working beyond their expected curriculum level in maths. Overall we have 83% of our girls working at or beyond their expected curriculum level in maths. Our Year 3 cohort is an outlier with higher numbers of students working towards their expected curriculum level in maths.</p> <p>At the end of 2020 we have been able to move 18 out of 36 priority learners from working towards to meeting the expected curriculum level for their age. 4 / 8 of our Maori, 11 out of 19 girls and 7 out of 18 boys have all moved from working towards to working at their expected curriculum levels.</p> <p>Our data shows 23 (18%) of our boys are working towards their expected curriculum level in maths. 78 (64%) are working at their expected curriculum level in maths. 22 (18%) of our boys are working beyond their expected curriculum level in maths. Overall we have 82% of our boys working at or beyond their expected curriculum level in maths. Our Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our Maori Students skew our school wide picture with 86% working at or beyond their expected curriculum level in maths and only 14% working towards. Our data shows 6 (14%) of our Maori are working towards their expected curriculum level in maths. 36 (73%) are working at their expected curriculum level in maths. 6 (13%) of our Maori are working beyond their expected curriculum level in maths. Overall we have 83% of our Maori working at or beyond their expected curriculum level in maths. Our Year 5 cohort is an outlier with higher numbers of students working towards their expected curriculum level in maths.</p> <p>Our NZE Students have 80% working at or beyond their expected curriculum level. This is lower than any of the cohorts reported which would indicate that our NZE cohort is our biggest outlier cohort. Our data shows 36 (20%) of our NZE are working towards their expected curriculum level in maths. 121 (68%) are working at their expected curriculum level in maths. 21 (12%) of our NZE are working beyond their expected curriculum level in maths. Overall we have 80% of our NZE children working at or beyond their expected curriculum level in maths. Our Year 3, Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in maths.</p>
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<p><b>Next Steps:</b></p>	
<ul style="list-style-type: none"> <li>• Use of mathletics to enrich, broaden and reinforce teaching concepts.</li> <li>• Use of HERO goals to guide us to move children through stages.</li> <li>• Termly analysis of data and movement.</li> <li>• A push on basic facts across middle and senior school.</li> <li>• A race to the treasure - regular parent help for assessment.</li> <li>• Maths hub - Maths planners link with maths hub and are differentiated at different levels Maths Hub system: tracking, active Monitoring.</li> </ul>	

- Making maths relevant - authentic
- Kung Fu – times tables- basic facts tested monthly
- Maintenance: Quick 8 whole class differentiated, Prototec, Basic Facts with tracker, Maths is Fun Trainer, potential to extend.
- Grouping across two classes: better meeting the needs of children
- Shared unit planning - allowing teachers time to consider what they will teach and collate resources.
- Maintenance scheduled every maths day. This could be Stage based...
- Co-planning, co-assessing, co -monitoring.
- High expectations - Growth mindset children need to experience success multiple times in a lesson and multiple times over the week.
- Valuing of progress of students, not just results.
- Celebrating progress and success.
- Algorithms these need to be introduced as early as Year 3 / 4
- Pre and Post Testing prior to all units to create student agency and ensure trackers / hubs are directing kids to authentic next step.
- All Strands must be covered they are all as important as each other

Focus	Literacy Reading
<b>Strategic / Annual Aim</b>	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
<b>Target</b>	<p><i>We have 21 identified Priority Learners for our 2019 Targeted action plan. Of this group 11 are Boys, 10 are Girls. 3 of this group identify as Maori, 17 as NZE and 1 as Asian. There are two year cohorts of interest also. These being our Year 3 - 6 WT (4 girls and 2 boys) - Matt/ Nat, Year 4 - 6 WT (2 girls and 4 boys)</i></p> <p>To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in writing. <i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more years chronological progress in reading.</i></p>
<b>Baseline Data</b>	<p><b>When we look at our end of 2019 data:</b></p> <p>Overall at the end of year we have 41 (16%) of our students working towards their expected curriculum level in Reading. 135 (54%) are working at their expected curriculum level and 77 (30%) are working beyond their expected level. Overall 84% of our students are working at or beyond their expected level.</p> <p>Our girls mirror our school wide picture. 19 (13%) of our girls are working towards their expected curriculum level in writing. 77 (52%) are working at their expected curriculum level in reading. 51 (35%) of our girls are working beyond their expected curriculum level in reading. Overall we have 92% of our girls working at or beyond their expected curriculum level in reading. Our Year 2 and 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.</p> <p>Our boys slightly skewed our school wide picture with 20% versus 16% working towards their expected curriculum level in reading. Although</p>

	there is variance it is not a significant variance. In most cases nationally the variance is significantly greater than this. Our data shows 22 (20%) of our boys are working towards their expected curriculum level in Reading. 58 (55%) are working at their expected curriculum level in reading. 26 (25%) of our boys are working beyond their expected curriculum level in reading. Overall we have 80% of our boys working at or beyond their expected curriculum level in reading.													
	Our Maori Students align largely with our school wide picture with 85% working at or beyond their expected curriculum level in reading and only 15% working towards. Our data shows 7 (15%) of our Maori are working towards their expected curriculum level in reading. 28 (58%) are working within their expected curriculum level in reading. 13 (27%) of our Maori are working beyond their expected curriculum level in reading. Overall we have 85% of our Maori working within or beyond their expected curriculum level in reading.													
	Our NZE Students have 80% working at or beyond their expected curriculum level. Our data shows 32 (20%) of our NZE are working towards their expected curriculum level in reading. 82 (50%) are working within their expected curriculum level in reading. 50 (30%) of our NZE are working beyond their expected curriculum level in reading. Our Year 2 and Year 4 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.													
	Historical data of Priority Students													
	Maori	2014	16%	2015	26%	2016	24%	2017	9%	2018	10%	2019	15%	2020
Girls	2014	9%	2015	7%	2016	12%	2017	4%	2018	10%	2019	13%	2020	11%
Boys	2014	13%	2015	15%	2016	15%	2017	15%	2018	14%	2019	20%	2020	16%

Actions Taken	Outcomes:
<ul style="list-style-type: none"> <li>Continued tracking of students working towards expectation.</li> <li>All Year 1-5 children identified as working towards their expected curriculum level will be identified as priority learners in 2019. This will mean that profiles for each of these children will be continued or developed showing deliberate actions taken.</li> <li>Our Year 3 &amp; 5 girls &amp; Year 5 boy cohorts will be</li> </ul>	<p>Overall at the end of the year we have...</p> <p>34 (13%) of our students are working towards their expected curriculum level in reading.</p> <p>167 (66%) are working within their expected curriculum level.</p> <p>53 (21%) are working beyond their expected level.</p> <p>Looking at our priority students we have moved 4 out of 21 from working towards their expected level to at. Girls (1), Boys (3), Maori (1), NZE (2) We now have 17 of our priority children who have made progress but are still working towards their expected curriculum level.</p> <p>Our Maori Students align largely with our school wide picture with 85% working at or beyond their expected curriculum level in reading and only 15% working towards. Our data shows 6 (13%) of our Maori are working towards their expected curriculum level in reading. 31 (69%) are working within their expected curriculum level in reading. 8 (18%) of our Maori are working beyond their expected curriculum level in reading.</p> <p>Overall we have 87% of our Maori working within or beyond their expected curriculum level in reading.</p>



<p>monitored in 2020.</p> <ul style="list-style-type: none"> <li>Teachers will complete their data analysis sheets, actions that have worked for accelerating achievement. To share with colleagues.</li> <li>Internal SJB reading recovery 2020 and also MOE funded reading recovery.</li> <li>Phonics programme to target our young and old readers. All staff by mid 2020 will have taken part in Phonics training.</li> <li>Rainbow reading to continue</li> <li>Reading saturation through links to class sites.</li> <li>Stronger links to reading in Inquiry / passion projects etc. This will give boys in particular an authentic reason to read for meaning.</li> <li>Further efficient tracking of goals through Linc-Ed.</li> <li>Continued reflection of our priority and Target students.</li> <li>Collaborative inquiry in to raising achievement of students working towards in reading.</li> <li>Use of Resource teacher of Literacy to support high needs children.</li> <li>Continue to provide rich language programmes, through authentic writing opportunity, use of rich language experiences.</li> </ul>	<p>Our NZE Students have 85% working at or beyond their expected curriculum level. Our data shows 25 (15%) of our NZE are working towards their expected curriculum level in reading. 110 (65%) are working within their expected curriculum level in reading. 33 (20%) of our NZE are working beyond their expected curriculum level in reading.</p> <p>Our Year 1, 3 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in reading.</p> <p>Our girls mirror our school wide picture. 15 (11%) of our girls are working towards their expected curriculum level in writing. 89 (66%) are working at their expected curriculum level in reading. 31 (23%) of our girls are working beyond their expected curriculum level in reading. Overall we have 89% of our girls working at or beyond their expected curriculum level in reading.</p> <p>Our Year 1 and 3 cohort are outliers with higher numbers of students working towards their expected curriculum level in reading.</p> <p>Our boys slightly skew our school wide picture with 16% versus 11% working towards their expected curriculum level in reading. Although there is variance it is not a significant variance. In most cases nationally the variance is significantly greater than this. Our data shows 19(16%) of our boys are working towards their expected curriculum level in Reading. 78 (66%) are working at their expected curriculum level in reading. 22 (18%) of our boys are working beyond their expected curriculum level in reading. Overall we have 84% of our boys working at or beyond their expected curriculum level in reading.</p> <p>Our Year 5 cohort is an outlier with a higher number of students (8) working towards their expected curriculum level in reading.</p> <p>We identified 21 priority learners at the end of 2019. A priority learner is a student who is deemed to be working towards their expected level at the end of the academic year. You will note that we have more than 21 students working towards expectation in our end of year data. This is mainly because they met their expectation at year end and at the beginning of the year the expectation changes. This instantly places more students at risk of not meeting their expected level.</p> <p>We have been able to move 4 out of 21 (19%) to work within their expected curriculum level. Each of these students has a priority learner profile for Reading. This clearly identifies strengths, interests and other details the teacher may be able to use to motivate the student. It also clearly states the level they are currently on, the level they need to be on and exactly how many levels or how much progress they need to make. Deliberate interventions to accelerate learning are also recorded.</p> <p>Covid19 in some cases will have prevented the movement we normally make in a year also.</p> <p>One exciting development to come from our interventions this year is the discovery of structured literacy and decodable texts and the impact that this has had on 4 of our children that have historically been difficult to move. In increase in ability, comprehension, engagement and motivation has been noted in all 4 cases. <b>Next Step: Structured Literacy PLD 2021</b></p> <p>Data for other cohorts give us the following picture...</p> <table data-bbox="533 1225 1413 1321"> <tr> <td>Asian</td><td>7 % (2 Students) working towards &amp; 93% within or beyond</td></tr> <tr> <td>Pasifika</td><td>12% (1 Student) working towards &amp; 88% within or beyond</td></tr> <tr> <td>Other</td><td>0% working towards &amp; 100% within or beyond</td></tr> </table>	Asian	7 % (2 Students) working towards & 93% within or beyond	Pasifika	12% (1 Student) working towards & 88% within or beyond	Other	0% working towards & 100% within or beyond
Asian	7 % (2 Students) working towards & 93% within or beyond						
Pasifika	12% (1 Student) working towards & 88% within or beyond						
Other	0% working towards & 100% within or beyond						

<ul style="list-style-type: none"> <li>• Provide more scaffolding through graphic organisers to aid comprehension.</li> <li>• Model reading heaps!</li> <li>• Getting a buzz about reading: collaborative teaching</li> <li>• Co teaching: redistribution of children for guided reading groups.</li> </ul>	<p>Historically achievement data has been consistent and high in the area of reading and writing at St John Bosco School. The past 7 years we are consistently in the area of 85-90% of students working within or beyond their expected curriculum level.</p> <p>Historically we have a group of 25-35 students who are working towards their expected curriculum level. Historical interventions have included Reading Recovery, Focused small withdrawal groups, Rainbow reading, Explicit classroom guided reading, strong focuses on phonics, handwriting, structured genre, use of models in writing alongside strong coherent documented pathways. This has resulted in children making progress only to the following year full back into the category of working towards. We seem to then use the same plaster to fix the problem.</p> <p>More recently we have witnessed 4 of our incredibly sophisticated learners make rapid progress and hold this progress. This has come about through our RT-Lit providing the resource for a structured Literacy programme for individual children.</p> <p>This has led us to the point of having a belief that Structured Literacy leads to sustainable reading and writing progress for children whom we have historically found tricky to move and hence focusing our PLD and targets on this particular tool and focus group of children.</p>
<b>Next Steps:</b>	
<p>Next Steps for 2021:</p> <ul style="list-style-type: none"> <li>• Structured Literacy PLD through Massey University.</li> <li>• Purchase of decodable books linked to our PLD</li> <li>• Structured Literacy Code to be integrated into our daily reading plans.</li> <li>• Maintain our reading structure that currently is supporting a large proportion of our students</li> <li>• Continue to use HERO goals to guide our Guided Reading lessons.</li> <li>• Collaborative planning, reflection and teaching to support students and teachers to ensure needs are being met and targeted.</li> </ul>	

<b>Focus</b>	<b>Literacy Writing</b>
<b>Strategic / Annual Aim</b>	In relation to the New Zealand Curriculum, all Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.
<b>Target</b>	<p><i>We have 19 identified priority learners for writing in 2019. Of this group 11 identify as boys, 8 identify as girls and 4 as Maori. We have 2 cohorts of interest. Year 5 with 6 priority learners, Year 6 with 7 priority learners. Boys writing is also an area of priority.</i></p> <p>To have all of our students inclusive of Maori and Pasifika and those with learning needs working within their expected curriculum level or at or above School Expectation in writing. <i>We expect that all Priority &amp; Targeted children will make significant &amp; accelerated progress meaning 1 or more years progress in writing.</i></p>
<b>Baseline Data</b>	<p><b>When we look at our end of 2019 data:</b></p> <p>Overall at the end of year we have...</p> <p>22 (9%) of our students are working towards their expected curriculum level in writing.</p> <p>168 (67%) are working at their expected curriculum level.</p> <p>62 (24%) are working beyond their expected level.</p> <p>Overall 91% of our students are working at or beyond their expected level.</p> <p>Our girls mirror our school wide picture. 9 (6%) of our girls are working towards their expected curriculum level in writing. 94 (64%) are working at their expected curriculum level in writing. 44 (30%) of our girls are working beyond their expected curriculum level in writing. Overall we have 94% of our girls working at or beyond their expected curriculum level in writing.</p> <p>Our data shows 13 (12%) of our boys are working towards their expected curriculum level in writing. 74 (71%) are working at their expected curriculum level in writing. 18 (17%) of our boys are working beyond their expected curriculum level in writing. Overall we have 78% of our boys working at or beyond their expected curriculum level in writing.</p> <p>Our Maori Students skew our school wide picture positively with 92% working at or beyond their expected curriculum level in writing and only 8% working towards. Our data shows 4 (8%) of our Maori are working towards their expected curriculum level in writing. 35 (73%) are working at their expected curriculum level in writing. 9 (19%) of our Maori are working beyond their expected curriculum level in writing.</p> <p>Our NZE Students have 89% working at or beyond their expected curriculum level. Our data shows 17 (11%) of our NZE are working towards their expected curriculum level in writing. 107 (65%) are working at their expected curriculum level in writing. 40 (24%) of our NZE are working beyond their expected curriculum level in writing.</p> <p>Historical data of Priority Students</p>



	Maori	2014 19%	2015 23%	2016 21%	2017 9%	2018 13%	2019 8%	2020 8%
	Girls	2014 8%	2015 8%	2016 8%	2017 4%	2018 9%	2019 6%	2020 7%
	Boys	2014 17%	2015 18%	2016 18%	2017 10%	2018 25%	2019 12%	2020 14%

Actions Taken	Outcomes:
<p><b>-Deliberate actions taken to accelerate learning in 2020:</b></p> <p>-5 year SEA testing - we highlight “at risk/ targets” re-test after 6 months.          -Updated planning templates for teachers using a mixture of SJB LI's Pie Corbett/ Roz Wilson ideas          -Children work to achieve individual learning goals          -Parent helpers utilized during writing programme to assist teachers to work 1:1 with students in our junior school          -Redistribution of learners to enable priority writers at least two small group ‘big write’ sessions a week with a teacher.          -Selective planning &amp; exposure to powerful, necessary concepts that are aligned with our school writing plans.          -Creation of safety net ‘formulae for writing (5 sentences, 10 sentences).          - Personalised handwriting sessions (1 x per week for T/K and 3 times per week for K/R)          -Deliberate teaching of grammar concepts to all, differentiated for PL access.          -Language experience model with practical, hands on activities to inspire big write.          -Differentiated slides.</p>	<p>Overall at the end of 2020 we have 28 (10%) of our students working towards their expected curriculum level in writing. 202 (76%) are working at their expected curriculum level and 41 (14%) are working beyond their expected level. Overall 90% of our students are working at or beyond their expected level.</p> <p>Our Year 3, Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in writing.</p> <p>At the end of 2020 we have been able to move 6 out of 18 priority learners from working towards, to meeting the expected curriculum level for their age. 2 / 11 boys, 4 / 8 girls and 1 / 4 Maori have moved from working towards to working at the expected curriculum level.</p> <p>Our girls mirror our school wide picture. 10 (7%) of our girls are working towards their expected curriculum level in writing. 110 (74%) are working at their expected curriculum level in writing. 28 (19%) of our girls are working beyond their expected curriculum level in writing. Overall we have 94% of our girls working at or beyond their expected curriculum level in writing. Our Year 3 cohort are outliers with higher numbers of students working towards their expected curriculum level in writing.</p> <p>Our data shows 18 (14%) of our boys are working towards their expected curriculum level in writing. 92 (75%) are working at their expected curriculum level in writing. 13 (11%) of our boys are working beyond their expected curriculum level in writing. Overall we have 85% of our boys working at or beyond their expected curriculum level in writing. Our Year 4 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in writing.</p> <p>Our Maori Students skew our school wide picture with 92% working at or beyond their expected curriculum level in writing and only 8% working towards. Our data shows 4 (8%) of our Maori are working towards their expected curriculum level in writing. 38 (79%) are working at their expected curriculum level in writing. 6 (13%) of our Maori are working beyond their expected curriculum level in writing.</p> <p>Our NZE Students have 87% working at or beyond their expected curriculum level. Our data shows 23 (13%) of our NZE are working towards their expected curriculum level in writing. 131 (74%) are working at their expected curriculum level in writing. 23 (14%) of our NZE are working beyond their expected curriculum level in writing. Our Year 3 and Year 5 cohorts are outliers with higher numbers of students working towards their expected curriculum level in writing.</p> <p>Overall end of year we have...          28 (10%) of our students working towards their expected curriculum level in writing.          202 (76%) are working at their expected curriculum level.          41 (14%) are working beyond their expected level.</p>

<p>-Goals in the back of writing books for students to use. HERO goals available to students on ipads so they can provide evidence of achieving and working towards goals.</p>	<p>Overall 90% of our students are working at or beyond their expected level.</p> <p>Data for other cohorts give us the following picture...</p> <table data-bbox="526 95 1232 199"> <tr> <td>Asian</td><td>0% working towards</td></tr> <tr> <td>Pasifika</td><td>12% 1 student working towards</td></tr> <tr> <td>Other</td><td>0% working towards</td></tr> </table> <p>Our main outlier cohorts are our Year 3, Year 4 and Year 5 cohorts.  Our girls are achieving slightly higher than our boys with 7% vs 14% below expectation and 94% vs 85% at or beyond.  Our Maori cohort are exceeding most cohorts within our school. Only 8% are working towards the expected level.  Our Year 4 &amp; 5 cohort in relation to boys are outliers and will be a basis for targeted action in 2021.</p> <p>Considering the year we have had our writing outcomes across the school are really positive. In relation to covid the ability to maintain our structured and focused teaching linked to writing was in some way maintained. However the ability to work alongside and provide direct specific feedback was minimised due to home learning. When we reflect and have professional conversation based on our outcomes and samples of writing the biggest change we note is the reduction of the number of children working beyond expectation. There are direct links here that relate to reduced onsite structured and focused learning and also the ability for teachers to directly model the features consistently across the year due to the disruption of Covid.</p> <p>However the many positive outcomes with our writing still has to link back to a very structured first year of writing at school with strong links to specific early writing skills and rich engaging language experiences which build the vocabulary and structure for children to exceed in writing. Following on from this in our middle and senior school very structured and highly scaffolded sessions are provided for children to work through. There have also been great links to samples of effective writing which children model their writing from. Breaking each genre down into focused teaching moments builds structure for success.</p> <p>Moving forward the school will early next year articulate specific approaches we are going to take in relation to handwriting and structured literacy. The school will engage in PLD with Massey University linked to structured Literacy. We are forming strong views and have emerging beliefs that this will accelerate the ability of our reluctant writers. Alongside this the entire staff will undertake Teaching as Inquiry into handwriting. Through professional reading and research we have the foundations and strong beliefs that children's ability to sound, form and write letters impacts on children's self esteem and ability to record their personal voice inline with writing experiences.</p>	Asian	0% working towards	Pasifika	12% 1 student working towards	Other	0% working towards
Asian	0% working towards						
Pasifika	12% 1 student working towards						
Other	0% working towards						
<p><b>Next Steps:</b></p>							
<p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Continued tracking of students working towards expectation.</li> <li>• Use of a structured literacy in reading with direct links to writing.</li> <li>• Continued focused writing programmes honing in on...</li> <li>- Structure</li> <li>- Language features</li> <li>- Content</li> <li>- Punctuation</li> </ul>							

- Further efficient tracking of goals through HERO
- Continued reflection of our priority and Target students through our priority learner profile.
- Collaborative inquiry into handwriting reducing barriers in ability to record ideas.
- Continued focus on Roz Wilson, Pie Corbett writing structure. These resources to be linked into our Literacy Hub for all teachers to use as a basis for direct teaching of genre specific skills.
- Use of Resource teacher of Literacy to support high needs children.
- Continue to provide rich language programmes, through authentic writing opportunity, use of rich language experiences.
- 5 sentences / 10...Pie Corbett
- Provide more scaffolding through graphic organisers and the process of writing being broken into more deliberate smaller chunks.
- Model writing heaps! A little more analysis of texts in the day before writing (use of model texts is a big part of Pie Corbett's techniques)
- Greater quality models of narratives for the level 3 5 and 10 narratives.
- Getting a buzz about writing: collaborative teaching
- Co teaching: redistribution of children allowing teachers to accelerate learning across their collaboration and utilise teacher time more effectively and constructively.

#### Areas of Strength:

Our areas of improvement have been identified through moderation of data as a school and by looking deeper into sources of school wide information used to make overall teacher judgments. When we as a school look at aspects of assessment tools used we can very clearly identify group's students and areas of the curriculum that require inquiring into to lift and enhance achievement of our students. Initially the above areas for improvement have been identified and discussed during management meetings. These areas above have also been identified during Board of Trustees Meetings as we look and analyse the data provided. This data has also been moderated and discussed as a staff in staff meetings and also within teams or syndicates.

Teaching as inquiry has developed our ability as a school to identify trends and identify areas of strength and weakness. This alongside a self review model that collects the voice of teaching and management staff is ensuring focused and timely response to needs that are arising. Being guided in this process by an outside agency also is ensuring high accountability within our organisation.

The 2020 year has been a year of many ups and downs linked to covid19. With the onset of home learning early in 2020, as a school we had an exciting opportunity to maximise our well embedded online learning programmes. Being a school with a 1:1 device ratio meant we could seamlessly continue much of our agreed learning. Leading into home learning we all had an agreed plan as a staff into what, how and when we would deliver our curriculum. On return to school our recovery curriculum also meant that we had a planned and deliberately considered transition back into the school environment. There was an intentional focus on recreating the children's learning resilience.

With a focus on wellbeing we also worked hard to ensure when we moved back through alert levels we were engaging with our whanau in a non demanding and less pressured manner. We believe through high degrees of communication that we had great engagement with children back at school quickly. When we look at our everyday matters attendance analysis this is reflected strongly in our reports showing we are above in all national comparisons made against our school.

As a school and a Board we expect that all children need to be given the tools and skills to be successful learners. Having groups of children below expectation means it is our duty to put plans in place to lift their achievement.

This year has seen our school move to a progression, goal based method of reporting and recording of progress made. Historical tests are used as a source of triangulation of the level of achievement and amount of progress the students have made. This has led the school to providing rich learning tasks and resources that students have anytime access to and through shared agency is empowering our students to monitor and track their own progress. Whanau are informed of students progress through weekly posting



of key areas of learning through SeeSaw and also goal based moment in time reporting using HERO each term. This allows our whanau to engage weekly with their tamariki's learning and keep informed of progress across curriculum levels being made.

#### **Areas of strength identified in 2020:**

- Strong and effective home learning reading, writing and numeracy programmes based on our school progression and goals ensured children maintained their learning journeys during the entire home learning phase. This was also greatly supported through engaged whanau connections with the school. Following this, high levels of attendance following on from Covid19 ensured we could re integrate our learners back into their learning programmes quickly and for as long as possible. In a year that will go down as one many will never forget we couldn't have achieved what we did without the support of our community.
- Maori Achievement continues to be an area of strength across all targets set. Our Maori students are achieving alongside or in cases better than their peers. Maths has higher levels of Maori working towards their expected levels than other curriculum areas but in this case they are still achieving alongside or in cases better than their peers.
- Writing is a school wide strength in 2020. We have 90% of our children working within or beyond their expected curriculum levels. In particular our girls and Maori achievement in this area is a real strength.

#### **Areas of Development:**

##### **1. Deeper and outcome focused conversations:**

Establishing regular collaborative teaching meetings allows us to focus on our team's priority learners needs which takes precedence over whole school staff meetings.

Priority will be given to Collaborative team meetings focused on accelerating progress. All conversations and actions will be recorded in the students priority learner profile. Teachers will critically reflect on learner progress & agency & the conditions to maximize this. This will largely be done through staff change meetings and also during team and partner collaboration meetings. A deliberate and more intentional expectation that all staff will reflect, update and act on priority learner profiles in week 1 of each term will ensure we maximise opportunities to accelerate and support our priority learners.

All reading priority learners will have running records taken in weeks 5 and 10 of each term. This will provide an opportunity for collaborative teams to share professional knowledge and the lead to further help support these learners. Massey University will also be engaged to help us unpack a structured literacy approach that we believe strongly will enhance our reading programmes and provide even more directed support towards our priority learners.

##### **2. Reduce Cognitive Load**

An inquiry into handwriting will take place from Year 2 -6. The focus of this will be to unpack the formation and speed capabilities across our school. Cognitive load associated with poor handwriting technique, formation and completion is an area that we would like to reduce meaning the cognitive load associated between handwriting and written language is further reduced and minimised. Teachers will during term 1 of 2021 collect data linked to handwriting. This will be unpacked as a school and based on this a review of handwriting will take place in order to increase students ability to naturally form letters, increase formation speed and reduce any barriers identified in the handwriting

process such as grip / fine and gross motor skills.

### **3. Structured Literacy**

A whole school focus on Structured Literacy will be used as an intervention and method of effective practice to accelerate, strengthen and broaden each learner's knowledge and understanding relating to phonological awareness. This will help and foster children's ability to spell and sound out words in the written context. We have identified through self review that children engaging with our resource teacher of Literacy have in some cases made accelerated progress having been guided through programmes within our classrooms. We would like to inquire into how we can integrate structured literacy or aspects of the code into our already successful reading programmes to better support the phonological skills and knowledge our children need to be better decoders of written language.

#### **Other areas of interest include:**

Boys writing: 14% of our boys compared to 7% of girls are working towards expectation. This will continue to be an area that we unpack and work towards reducing disparity. Continued and refined integration of authentic language experiences in our junior school and focused and scaffolded agentic genre writing in our middle and senior school will be our focuses in 2021 to further reduce disparity.

2020 Year cohorts: Based on our 2020 end of year data, our Year 2, Year 4 and Year 6 cohorts in relation to Literacy will be cohorts that are tracked in 2021. There are larger numbers of children in these two cohorts working towards expectation than others. In regards to reading we will investigate how structured literacy can better support these children as well as looking at how we can better use our Reading Recovery allocation to better support groups of children alongside individuals.

Based on our 2020 end of year data, our Year 4, Year 5 and Year 6 cohorts in relation to Numeracy will be cohorts that are tracked in 2021. There are larger numbers of children in these two cohorts working towards expectation than others. We will track their progress across stages in each aspect of our school maths curriculum every term with a start and end of unit data reflection.

# Kiwisport Report 2020

Kiwi sport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwi sport funding of \$3592.52 (excluding GST).

The school continues to have more children becoming involved in organised out of school sports activity. This has meant further purchase of uniform and equipment allowing children to participate at minimal cost to the family.

During 2020 the funding was spent on...

Increasing the resources and equipment the school needed. This included equipment for Basketball, netball, rugby and cricket teams. We also purchased another set of school multipurpose uniforms

During 2020 all classes took part in a newly developed SJB Physical Education programme. This was funded by St Joh Bosco from our Teacher Salaries but resourced through our Kiwisport grant. A skills and game sense based programme aimed at increasing students physical ability and activity both in school and out of school. Our focus was increased confidence in a cooperative games environment with a focus on being engaged and competitive.

Our School also held its school swimming sports at the New Plymouth aquatic centre. This included all children in our school. There was a mix of traditional and fun activities that allowed all students to confidently participate. The school meet the costs of bus transport and the entry fee for all students.

Taranaki Cricket and Taranaki Rugby also worked in our school during 2020. All of these sporting entities worked alongside our staff and children over the period of 1-2 weeks ensuring our children had ample opportunity to learn the fundamental skills related to the sport. This resulted in increased children taking part in the organised sports offered by two codes.

*Our Kiwisport funding has over 2020 help increase the numbers of children involved in organised sports teams as well. In 2020 we had...*

- Four school cricket teams,
- Seven school touch rugby teams,
- Five School netball teams winter & Five School teams Summer,
- Seven School / Club soccer teams,
- Three school hockey teams,
- Five school basketball teams

As a school we organised whole school

- Swimming Sports
- Cross Country
- School Triathlon

In 2020 the amount of physical education being offered has continued to increase, as has the number of children participating in organised sports. We continue to send large numbers of children to local sports events held in New Plymouth.

Dee Luckin  
Principal – St John Bosco School



TRUSTEES	TITLE	HOW POSITION GAINED	TERM EXPIRY
Michael Normanton	Chairperson		2022
Dee Luckin	Principal	n/a	n/a
Keri Fleming	Vice Chairperson	voted	2022
Hamish Gunson	Proprietors Rep	appointed	2022
Ronie Asi	Proprietors Rep	appointed	2022
Ryan Fleming	Staff Rep	voted	2022
Brian Smith	Trustee	voted	2022
Andrew Murray	Trustee	voted	2022
Pauline Thomson	Trustee	voted	2022
Hannah Heberley	Trustee	voted	2022
Colleen Tuuta	Proprietors Rep	appointed	2022